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By - Alexander Frutschi, Marian Crites, Ed.
Special Education.
Stanford Research Inst., Menlo Park, Calif.

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As part of an annotated bibliography on human resource development through education and training, this section contains references to literature on adult and fundamental education, literacy education, community development, cooperative education, extension work, rural education, supervisory and management education, and vocational and industrial training. Most references are dated 1949-61. Programs in developing nations and ideas adaptable to newly industrializing areas are emphasized. (aj)

Human Resources and Economic Growth.
Alexander. Frutschi, Marian, Ed.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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7. SPECIAL EDUCATION

See also Entries 20,325,756,918,998,1040,1066.

ADULT AND FUNDAMENTAL EDUCATION

See also Entries 519,721,729,872,980,1074,1076.

545 BATTEN, T.R. School and Community in the Tropics
Oxford Univ. Press London 1959 177 pp

Considers the present role of schools and attitudes toward them in underdeveloped tropical countries where new educational projects have been undertaken; describes recent attempts to relate schools to community needs and to influence adults via schools, and examines major difficulties encountered. Demonstrates pervasive change influence of such policies on secondary, higher education and technical training methods.

546 BERTELSEN, P.H. "Folk High Schools for West Africa"
Intl. Dev. R. Vol 3, No 3 (Oct 1961) pp 28-31

The article examines the great success of the Danish folk high schools in creating an alert, capable citizenry and notes its similarity to the old African tribal bush schools. Concludes that a program of adult education through African folk high schools of a residential nature aimed at the "animators" and carried out in the vernacular can make a valuable contribution in transforming society in many ways, in effecting general development, and should be considered an investment rather than consumption.

547 Bulletin de Liaison No 10, 2ième Trimestre 1956
55 pp

A review of the concepts and practices of French fundamental and adult education and British Community Development programs in sub-Saharan Africa, this 1956 issue includes an annotated bibliography of articles published from 1950 to 1955.

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548 ELVIN, Lionel "Adult Education: the Relation of Purpose to Methods and of Both to Society" Fundamental and Adult Education Vol 12, No 2 (1960) pp 79-83

In the summers of 1952 and 1953 UNESCO established as an experiment a Centre for Workers Education at La Brevière in the Forest of Compiègne in France. "Two deductions were freely drawn from the experiment ... The first deduction was that it was extremely difficult to find common terms of discourse between participants from countries at very different stages of social and industrial development ... The second deduction was that it seemed far easier to promote study of methods of organization than study of methods of teaching ... The purposes of adult education in any country at any particular time need to be formulated in terms of the kind or stage of society existing in that country at that time; that effective methods of organization depend on a clear understanding of social purposes and existing norms; and that methods of education (that is to say of teaching and learning) need to be consciously devised in relation to these two preceding factors. Of these three things the third has hitherto been the most neglected."

549 FRENCH INFORMATION CENTER ON FUNDAMENTAL EDUCATION Experiments in Fundamental Education in French African Territories Educational Studies and Docs. UNESCO Paris No 9, Jan 1955 68 pp

A description of four experiments in fundamental education dealing with health, sanitation and agriculture in 1953 in French African territories: Togoland, Ubangi, French Guinea, MBoumba. Describes the aims, personnel, materials and results of each experiment.

550 Fundamental and Adult Education "Adult and Community Education in British Togoland" Vol 6, No 4 (Oct 1954) pp 168-73

Reports on the utilization of volunteer, educated indigenes in offering short courses locally to achieve mass literacy, first aid and hygiene, group discussion, civics, recreation and similar educational goals. Training and selection programs were established under community development centers.

551 Fundamental and Adult Education "The Use of Audio-Visual Media in Fundamental and Adult Education" Vol 11, No 1 (1959) pp 31-49

Contains reviews of significant audio-visual experiments in thirty technical assistance projects and adult education organizations. In addition to usual A-V activities, there is information about educational broadcasting stations in underdeveloped areas and correspondence course institutes.

552 HADLOCK, Alton P. (ed.) Report of Conference on Adult Education in the Developing Nations - June 14-15, 1962 U.S. AID Off. of Educ. & Soc. Dev. & U.S. Dept. of Health, Education and Welfare Washington, D.C. 79 pp

A collection of articles from the conference written by nineteen consultants which "consists of the background and working papers, verbatim reports of the speeches, summaries from the working groups and recommendations ... The primary purpose of the conference was to develop a set of guidelines and recommendations for the use of the Office of Educational and Social Development in producing successful programs of adult education" in lesser developed countries. "A secondary purpose was to create an understanding of the functions of the AID." Six different discussion groups on the following topics: I.Occupational Education; II. Home Life Education: III. Health Education; IV. Literacy Education; V. Civic Education: and VI. General Adult Educatien.

553 International J. of Adult & Youth Education Vol 13, No 3 (1961) 168 pp

The papers collected here were prepared specifically for the First International Conference on University Adult Education, September, 1960, at New York. In five sessions, the principles discussed were: (a) vocational, professional and technical education; (b) fundamental and remedial education; (c) citizenship, government education, and education for public responsibility; (d) human and liberal education. These were explored with reference to what is actually being done in these areas in the different universities, to the needs still to be met in each area, and to the responsibility of the university in meeting these needs.

554 KIDD, J.R. How Adults Learn Association Press New York 1959 324 pp

An overview of learning theories, integrating findings from psychology, sociology, education and psychiatry to support

the author's belief that adults can and should continue to learn. Fairly non-technical; some chapters well documented, others lean more to the author's philosophy of what adult education should be like. For the educated layman.

555 LIVERIGHT, A.A. "Education for Adults: Luxury or Necessity" Fundamental and Adult Education Vol 12, No 2 (1960) pp 84-90 50¢

"The field of adult education -- as well as the entire world -- is beset by the misleading dilemma of an 'either-or' philosophy. Adult educators argue about whether they should emphasize fundamental or general education, vocational or liberal education, group or individual education, community or personal education." An adequate universal program of adult education must include: "programs concerned with helping adults to acquire fundamental literacy; programs to aid adults in acquiring vocational, technical, and professional competence; and programs concerned with the human and personal development of individuals." Adult educators must be willing to undertake the total job of complete and rounded education for adults. "All institutions which can make a contribution to adult education must be mobilized, and all of them must cooperate to develop the kind of sound program which will deal effectively with the compelling problems facing the world."

556 PAUVERT, J-C. Tendances actuelles de l'éducation des adultes dans les Etats africains d'expression française Tiers-Monde "études", Séries Afrique Noire Institut d'Etude du Développement Economique et Social de l'Université Presses Universitaires de France Paris 1961 78 pp

A comprehensive analysis of the status and developmental tendencies of adult education within the sub-Saharan French-speaking African nations as of 1960, this study was prepared for the World Conference on Adult Education held in Montreal during August, 1960.

557 READ, M. Education and Social Change in Tropical Areas Thomas Nelson & Sons, Ltd. London & New York 1955 130 pp

These papers on education, health and nutrition, and anthropology have a common theme, the application of social anthropology to educational problems. The paper on education is written from the social anthropological point of view of the author, while those on health and nutrition, adult education, and on experiments in community development all illustrate this wider concept of education, used in the same sense as it is used by UNESCO.

558 UNESCO Adult Education - Current Trends and Practices Problems in Education, No 2 Paris 1949 148 pp

"In the present volume the reader will not find a systematic setting out of information; some of the articles are detailed studies of work and experiment now in progress, others are general statements on the problems of adult education by well-known personalities in the field of culture and education. The book gives less a cross-section than a sample ... of the most characteristic achievements of adult education in our time." Three sections cover: I: Role and Functions; II: Content and Development; and III: Methods and Institutions.

559 UNESCO Fundamental Education - Description and Programme Monograph on Fundamental Education, No 1 Paris 1949 85 pp

A description of fundamental education, its involvement with elementary educational skills, and its achievements with youth and adults in underdeveloped areas. Varied means have been employed with the object of helping people to help themselves. These have included literacy campaigns, extension work, cooperatives, and the organizing of community groups for cultural purposes.

560 UNESCO The Haiti Pilot Project Phase One 1947-49 Monographs on Fundamental Education, No 4 Paris 1951 83 pp 35¢

This booklet describes in some detail the early stages of a project to reduce illiteracy and bring to the Valley of Marbial in Haiti the elementary knowledge and simple skills which improve living conditions. Chapter 3 covers education: in the home, in school, the problem of language and the literacy campaign. Children are taught competence and self-reliance, but also submissive respect for their elders. As a result, in adulthood, competence is linked to self-respect and survival but not to initiative and independence. Therefore, adults look to those in authority to tell them what to do and when to begin something new, even though they may have quite definite personal wishes. The main language problem is the scarcity of literature in the Creole with which to satisfy the needs of those who have learned to read. Thus learning to read Creole is only a first step toward enabling the people to make use of French.

561 UNESCO The Healthy Village An Experiment in Visual Education in West China Monographs on Fundamental Education, No 5 Paris 1951 119 pp

"During 1949 UNESCO organized an experiment in West China for

the preparation of a wide range of visual aids and their practical use in fundamental education. The work was done in close collaboration with the Mass Education Movement through its Rural Reconstruction College at Pehpei. A single topic was chosen, "The Healthy Village", in order to allow for intensive preparation and a valid comparison between the different aids. There were, naturally, two aims in UNESCO's action: to carry out a piece of educational work on the spot, and to place the experience of the Chinese project at the disposal of educators elsewhere." This document contains the detailed reports on the project.

562 UNESCO Universities in Adult Education Problems in Education No 4 Paris 1952 172 pp $2.25

Covers an "extraordinary variety of university extension services ranging from advanced classes intended to keep graduates abreast of the latest developments in their respective professions to educational schemes for very poor communities. The writers discuss the philosophy underlying the movement and practical details of teacher-training, finance, publicity, and the various methods of instruction, including such widely different techniques as the traditional public lecture, specially-equipped railway trains ... and television. Because of the great ... role that universities have played in developing adult education services in Great Britain, the U.S. and Canada, UNESCO asked representatives of the university extension movements in these countries to make a comprehensive report on what has been achieved, so that universities in other lands may feel encouraged to provide similar - or better - services."

563 UNESCO Youth and Fundamental Education Monographs on Fundamental Education Vol 9 Paris 1954 86 pp

General discussion of the need for fundamental education, with a description of the techniques for accomplishing this type of education -- special emphasis on the role young people can take in spreading fundamental education.

LITERACY EDUCATION

564 Economic World "Illiteracy: Prison Walls for over Half of the Human Talent of the Free World" Vol I, No 10 (Nov 1959) p 7

"More than half of the human talent of the non-Communist world is hamstrung by illiteracy. Not being able to read or to write, some

seven hundred million adults are unable to follow the simplest written guidance on agricultural methods ... or the care of children ... or protection from disease ... or the learning of technical skills. This massive frustration of human ability puts a heavy brake on economic and social progress. But now, since the end of World War II, there is a new surge of interest and action against illiteracy. Some of it has jelled into region-wide campaigns to eradicate illiteracy by specific target dates." This article includes illustrations of a new technique in teaching literacy: an extensive series of fundamental education primers published by the Pan American Union for use in literacy programs throughout Latin America. They illustrate the technique adopted since World War II which incorporates literacy teaching with instruction in agricultural methods, public health, nutrition, sanitation, and so on -- and follow up with continuing flow of printed material related to the living problems of the new literates.

565 Fundamental and Adult Education "The Literacy Campaign in Indonesia" Vol 5, No 3 (July 1953) pp 127-31

Background considerations, objectives and preliminary planning for mass literacy program under a ten-year plan. The scope involves 35 million illiterates. Materials and teachers are locally derived -- unique methods include: no regular instructor, pocket-size primers, syllabic rather than alphabetic emphasis, low cost production.

566 GRAY, W.S. Preliminary Survey on Methods of Teaching Reading and Writing Parts I & II Educational Studies and Documents, Vol 5 UNESCO Paris July 1953 66 pp

———— Teaching of Reading and Writing Monographs on Fundamental Education, No 10 (reprint 1961)

The development of fundamental literacy is an important factor in the growth of a culture. Fundamental literacy is defined as being able to read and write with the skill normally acquired in four years of school. The techniques of instruction, the materials and the planning relate to the theory of reading and writing being used in any particular situation. The research evidence indicates that an eclectic approach is desirable for overall learning in any given language. The center of all literacy instruction should be the interests of the student, child or adult. Part I is a review of research in writing and reading. Part II is a report of the most common practices in fundamental literacy classes.

567 GRIFFIN, E. "Writing and Illustrating Books to Follow Literacy Campaigns" Fundamental and Adult Education Vol 5, No 3 (July 1953) pp 122-5

The end of preliminary literacy learning is a critical period. The effectiveness is dependent upon the material available for continuing experiences in the satisfying application of learning - developing reading fluency by providing follow-up easy-to-read and relevant materials for the man in the village street.

568 HOWES, H.W. Fundamental Adult Literacy and Community Education in the West Indies Educational Studies and Documents, Vol 15 UNESCO Paris 1955 79 pp

A detailed report of the various activities in adult literacy education in the West Indies. Projects are analyzed in terms of personnel, methods, geographic and cultural problems. Evaluations of the several projects are made and future plans of the different countries are given.

569 LAUBACH, Frank C. "Literacy Basic for Progress" Int'l Dev. R. Vol 2, No 2 (Oct 1960) pp 33-34

"It is obvious that the dividing line between the haves and the have nots of the world is at the point of literacy. Educated people can use an ever-increasing fund of technical knowledge and skill because they can read blueprints and instructions and catalogues and technical magazines. The haves of the world are generally producing more than they need ... But the illiterate half of the world, basically because they are ignorant and know only primitive methods, are producing less than they need." The effort of the underprivileged to achieve higher levels of living must begin with literacy which gives them access immediately to simple how-to-do-it literature. The article explains the rationale of the work of the Laubach Literacy Fund. Dr. Laubach, a dedicated crusader for literacy during most of his professional career, describes work in Asia and Africa. He strongly advocates a world-wide adult literacy campaign.

570 LAUBACH, Frank C. and R.S. LAUBACH Toward World Literacy Each One Teach One Syracuse Univ. Press Syracuse, N.Y. 1960 335 pp

An interesting "how to" book which discusses in detail, (1) teaching of illiterates and (2) writing for new literates. Useful appendices include an extensive bibliography of literacy materials grouped under ten headings, and sample lessons.

571 NEIJS, K. An Experimental Course in Adult Literacy Tech. Paper No 114 South Pacific Comm. Noumea, New Caledonia Jan 1958 64 pp (mimeo)

Report of an attempt to set up a controlled experiment in literacy using two groups of adults in a New Guinea village - predominantly illiterate. A linguist researcher resided and taught in the village. Contains a full outline of the two methods used. Results showed surprisingly significant sex differences - women excelled men. Other results tend to support structural linguistic methods in such teaching.

572 NEIJS, K. Literacy Teaching for Adults Tech. Paper No 72 South Pacific Comm. Noumea, New Caledonia Nov 1954 128 pp (mimeo)

Review of assumptions and techniques of teaching literacy to adults in underdeveloped areas (not restricted to Oceania). 30 page bibliography of methods and experiments to date. Review of pilot project in Haiti (pp 40-6) and other areas. Explores nature of difference between adult literacy teaching and teaching children, as well as in-school and special crash program techniques - all based upon linguistic techniques.

573 OAS Alfabetizacion y Educacion de Adultos by J. Concha Romero, No 1 Seminario Regional de Educacion en La America Latina - Caracas, Venezuela 1948 Washington, D.C. 1949 48 pp (paper)

A summary of a regional seminar on illiteracy and adult education. Some of the key problems were the 32 million aborigines who speak a variety of tongues other than Spanish, the general low average formal schooling (about third grade). Recommendations were: establishment of a regional center to train teachers in the techniques of fundamental education; setting up an instructional aids center; a circulating exposition of teaching and propaganda materials; and bilingualization of existing texts into Indian tongues.

574 TERRISSE, A. "Combating Illiteracy in a French West Africa Project" Fundamental and Adult Education Vol 4, No 4 (Oct 1952) pp 32-5

Report of an experiment in teaching adult literacy in an isolated village of 1800 persons. No school health service was available and there was little contact with Europeans. The experiment primarily explored the various techniques of developing the initial impact and motivations -- loud speakers, films, ideographic alphabets, work at night to "reduce inhibitions." This

is a short excerpt of a full report on a systematic project to cover French West Africa.

575 UNESCO Literacy Teaching: A Selected Bibliography Educ. Studies & Docs. No 18 Paris 1956 48 pp

This annotated bibliography, dealing largely with adult education, organizes references under five headings: Illiteracy, its Occurrence, Causes and Remedies; Laws; Agencies, Plans and Reports; Methods of Teaching; Provision of Reading Material. "Only items appearing to have some transfer value or a clear demonstration of interesting teaching practices are included. Similarly, there has been no attempt to give a thorough listing of literacy laws, these being largely repetitive. The bibliography therefore concentrates mainly on the organizational and methodological aspects of literacy work, since it is in these that the field worker and administrator can learn from the experience of others."

576 UNESCO New Horizons at Tzentzenhuaro Balance Sheet of a Fundamental Education Centre Paris 1953 31 pp (paper)

Describes one year's work of the Regional Centre for Fundamental Education in Latin America (el Crefal). Emphasis is put on the use of local materials for educational purposes. A simple method of producing printed matter and film strips is described. It is claimed that interest in self-improvement must precede literacy campaigns. It stresses that economic development must begin in the grass roots level. The center trains people to use these basic techniques.

577 UNESCO The Provision of Popular Reading Materials Monographs on Fundamental Education, No 12 Paris 1959 298 pp

Presentation of information on all aspects of literature production -- the problems involved in making available to the newly-literate peoples material in book and periodical form in their own language at a price they can afford. Specific projects discussed in detail.

578 UNESCO World Illiteracy at Mid-Century Monographs on Fundamental Education No 11 Paris 1957 200 pp

Factual presentation of detailed data on where illiteracy is found and who is illiterate: breakdown by country, ethnic groups, sex, age, etc. Analysis of factors causing high illiteracy rate and discussion of steps to eliminate illiteracy.

579 US DEPT. OF HEALTH, EDUCATION & WELFARE Off. of Educ. Literacy and Basic Elementary Education for Adults, A Selected Annotated Bibliography Cat. No. FS 5.213: 13017 Gov't Printing Off. Washington, D.C. 1961 126 pp 55¢

An annotated bibliography of references on adult elementary and literacy education in the U.S., literacy education programs in the U.S. and abroad, and materials for teaching adult elementary classes. It also includes a list of bibliographies on literacy education and a list of domestic and overseas organizations, agencies, and bureaus expending time and effort on behalf of the undereducated adult.

COMMUNITY DEVELOPMENT

See also Entries 31,247,252,282,524,622,641,915,923,952,953,962,964.

580 BATTEN, T.R. Training for Community Development Oxford Univ. Press London 1962 192 pp 22s/6d.

This examination of recent trends in the field holds that traditional training methods for community development workers at all levels have been inadequate. The final portion of this book discusses methods and techniques developed for training workers in the author's own course at the University of London where "Each year the trainer trains with the group. Each year the group works out principles and practice for itself."

581 Community Development Bulletin Univ. of London Inst. of Education Community Development Clearing House Malet St. W.C. 1 London (Quarterly) $1.00 a year

The Clearing House of the Univ. of London Inst. of Education was established in 1949 for the purpose of providing a center for the exchange of information and experience between personnel of British territories in Africa. As the concepts and techniques of community development have been adopted by more and more countries, its field of operation has been progressively enlarged. The Community Development Bulletin as its official publication is produced with the cooperation of CGTA (Comm. for Tech. Cooperation in Africa) and UNESCO. It is a small magazine of short articles and book reviews covering community development all over the world. It complements UNESCO's Fundamental and Adult Education Bulletin (a forum for ideas and theories on adult education, youth work, etc.) by concentrating on current programs and projects, concerned with world-

wide community development in its widest sense, and by reporting on those programs actually in operation.

582 DUBE, S.C. India's Changing Villages - Human Factors in Community Development Cornell Univ. Press Ithaca, New York 1958 1958 230 pp

An evaluation of India's Community Development Program after 18 months of operation in 153 villages of Uttar Pradesh. Dube focuses on two villages and spotlights both successes and inadequacies. Chief among the latter were communication between upper administration and community levels, hectic, bottlenecking pressure on village level workers and insufficient modification of plans for local adaptation. Greatest success was achieved in new agricultural crops and techniques.

583 Education Abstracts "Adult Education in Community Development" Vol 11, No 8 (Oct 1959) 13 pp

Reviews publications dealing with general community development and particularly with adult education activities. Programs indicate that national plans for economic development, to be successful, depend on the intelligent and active support of the people they are intended to benefit and further a balance between the need for general community education and the need for instruction in the skills required for economic development.

584 Education Abstracts "The Community School - Its Significance for Fundamental Education Programs" Vol 7, No 3 (Mar 1955) 25 pp

Community schools should be evaluated in terms of the specific community served. Organization, curriculum, and staff must be prepared in light of community needs and goals. A very brief review of community school practices and experiments in fourteen countries is given.

585 FRIEDMANN, F.G. The Hoe and the Book An Italian Experiment in Community Development Cornell Univ. Press Ithaca, New York 1960 158 pp

The account of ten years operation of a volunteer group of teachers and social workers in Italy -- The Unione Nazionale per la Lotta contro l'Analfabetismo -- formed originally to provide literacy courses, discussion groups, recreational activities and technological and vocational workshops in rural southern Italy. As the program grew, there emerged a "new atmosphere" of cooperative solidarity, self-determination and individual responsibility which had a partial effect of reaffirming positive, though dormant, cultural values.

586 LANGWORTHY, Russell L. "Survey of Community Development" (Slightly condensed from an article originally published in Italian in Quaderni di Sociologia No 40, Spring 1961) Community Development Bulletin Vol XIII, No 4 (Sept 1962) pp 121-28

A critical description of three community development type projects. "One of the striking things about community development in Italy is how the different organizations, if they were at all sensitive to the 'felt needs' of the people, have come around to a balanced programme of social workers and technicians. The Pilot Project for the Abruzzo, starting from essentially a social work and adult education position, has continually added agricultural technicians as it has been discovered that it is ultimately harmful to community development to give people a civic education without helping with the basic economic problems. U.N.L.A. began with an illiteracy campaign, advanced to adult education and then set up vocational schools; and the U.N.L.A. leaders would be the first to recognize the need for even more technical assistance. The OEEC (Sardinia) project started from an essentially technical point of view and gradually added the other services. Dolci started with a radical programme of Gandhi-line reform and now has agricultural technicians and economists, and wants group work specialists."

587 MAYER, A. et al. Pilot Project, India The Story of Rural Development at Etawah, Uttar Pradesh Univ. of California Press Berkeley 1958 367 pp

The account of a project initiated by a U.S. architect and town planner after World War II involving 300 villages in India, and considered by many to be the genesis of India's Community Development Program. This is a chronological account of project progress without evaluation (conflicting opinions are held as to its effectiveness) other than the author's own retrospective reflections. Significant are the readiness to change material economic patterns when immediate benefit to the existing power structure is involved and contrasting lack of appreciable change in general public attitudes toward more pervasive and fundamental social problems, i.e., sanitation, nutrition, health and general social welfare.

588 MUKERJI, B. Community Development in India Orient Longmans Ltd Calcutta 1961 312 pp Rs 10

One of the more important books on the largest existing program of its kind, the author says, "My main purpose has been to present a comprehensive picture of our programme and to show that it has a much grander conception behind it than what is normal to a programme that generally goes by the name of community

development. I have also attempted to expound fully the ideology and objectives of community development as I have come to understand them. For I believe that faith must be built up in community development as the only method by which the problem of progress, economic and social, of underdeveloped countries can be tackled democratically.

589 NATIONAL SOCIETY FOR THE STUDY OF EDUCATION Community Education: Principles and Practices from World-Wide Experience 58th Yearbook Univ. of Chicago Press 1959 417 pp $3.25

Two dozen skilled workers in fundamental education have drawn on their own experiences in economically retarded areas (not all of them in "underdeveloped" countries) to put together this interesting and useful volume - a standard source for all those training for, and studying about, the front-line "grass roots" work of changing community living patterns to foster healthier and happier life.

590 NATIONAL SOCIETY FOR THE STUDY OF EDUCATION The Community School 52nd Yearbook, Part II Univ. of Chicago Press Chicago 1953 292 pp

"On the theoretical side, this treatise identifies the community school as one which offers suitable educational opportunities to all age groups and which fashions learning experiences for both adults and young people out of the unsolved problems of community life. In its exposition of this viewpoint as a major objective of education, the volume explains the nature of community organization and emphasizes the interdependent relationship between the determination of the goals of education and the attainment of better standards of community living. For the guidance of schools and communities ... the yearbook provides numerous descriptive accounts of actual experiences drawn from a variety of community settings ..."

591 NEISSER, Charlotte S. "Community Development and Mass Education in British Nigeria" Econ. Dev. & Cultural Change Vol III, No 4 (July 1955) pp 352-65

Progress achieved in Nigeria is illustrated with descriptions of several specific cases - each representative of a different type of project. These types include: (1) Close integration of both movements; i.e., community development and mass education, characterized by the enthusiastic and spontaneous cooperation of the community, supported by voluntary labor; (2) Simultaneous but not integrated movements instigated from above; (3) Community development without mass education; (4) Mass education turned into

adult education, centrally organized. An additional type is a borderline case between types 1 and 2 (above) being partly integrated, without mass education but with voluntary labor. The problems and achievements are indicated for each.

592 OAS Trabajos Practicos en Organización y Desarrollo de la Comunidad Washington, D.C. 1960 97 pp (paper)

A guide book for workers interested in community development. Includes comments from several schools of social work in Latin America and the U.S. Describes plans that have been used successfully.

593 OEEC Pilot-Area in Sardinia An International Experiment in Community Development Paris 1960 32 pp

"In November 1955, the Council of the OEEC instructed its European Productivity Agency (EPA) to develop its programme of increasing overall European productivity by making a special effort in those member countries seeking to develop their more backward areas .... This is how the Oristano-Bosa-Macomer triangle of Sardinia came to be chosen as the first trial and demonstration area to show what might be accomplished at modest cost by the skill and enthusiasm of trained advisory workers." This little book publicizes the project, devoting one section each to agriculture, education, home economics, social work, and handicraft industries.

594 RUOPP, Phillips (ed.) Approaches to Community Development A Symposium Introductory to Problems and Methods of Village Welfare in Underdeveloped Areas W. Van Hoeve Ltd. The Hague Quadrangle Books. Chicago 1953 352 pp

A collection of essays on various action aspects of community development around the world. The first two chapters provide definitions and theoretical framework for the following eighteen chapters which stress the necessity of an integrated and functional approach to planned socio-economic change. It provides a number of "recipes" for community development along democratic humanistic lines as well as illustrations of factors which should not be combined in a sound program of community development.

595 SMITH, Wm. C. "Hens That Laid Golden Eggs" Intl Dev. R. Vol III, No 3 (Oct 1961) pp 2-5

Examines a community development project of UNESCO's CREFAL in Mexico. "In the beginning, the success of CREFAL's chicken farming program was due to the fact that three La Pacanda men

saw in it a possible solution to their precarious economic and ecological situation.Once initiated, the program expanded because it was well designed and had adequate economic and technical support from CREFAL, because it was initially accepted by men of prestige in the community and was subsequently seen by others as a means of achieving higher status, and because its economic advantages finally became apparent to all." It also analyzes the personal and social evolution of the three innovators. Bibliography.

596 STREIT, Peggy and Pierre "The Teacher the Americans Sent" New York Times Magazine Sept 3, 1961 p 5+

A success story about an Iranian woman, trained by Americans, who is a one-woman community development project. Gaining the confidence of a group of suspicious villagers with her sewing machine, she managed to persuade the landlords to provide a school, the bathhouse keepers to change the village bath water once a month instead of once a year; and finally the people themselves take the initiative to improve their village in many ways.

597 TANGRI, Om P. "India's Community Development Program" Intl Dev. R. Vol III, No 3 (Oct 1961) pp 32-3

Among several suggestions on credit income, finance and administration is the conclusion that "The Community Development Ministry should also make every effort to utilize the research staffs and technical assistance already available in the Ministries of Agriculture, Education, and Health and other agencies in carrying out their present program and the research program outlined here. Every effort should be made to keep from proliferating and duplicating research departments since this tends to become an empire-building process."

598 THOMSON, R. Educational Aspects of Community Development Paper No 74 South Pacific Commission Noumea, New Caledonia 1955 89 pp (mimeo)

Reviews the basic concepts of community development and the implementing role of the school and local teachers. World-wide as well as South Pacific case references are reviewed (Nigeria, Kenya, Brazil, Chile). Reviews practices and bibliography on use of "film, radio and related media."

599 TINKER, Hugh "Community Development: A New Philosopher's Stone?" International Affairs Vol 37, No 3 (July 1961) pp 309-22

This article assesses the actual functioning of the community

development program in Asia through an examination of its progress in the Philippines, Thailand and Malaya. The author regards the movement, conceived largely by Western professionals, "as an attempt to marry Western doctrines of behavior on to a somewhat romantic or idealized notion of Asian village society. When Asian governments took over the dogma of Community Development and put it into practice, a new synthesis might have emerged, predominantly Asian in quality. In two of the countries surveyed in this paper, the Philippines and Thailand, the copy-book methodology has been retained intact, leading to strange disharmonies between theory and practice. In the third example, Malaya, the entire theory of mutual help and village combination has been abandoned in favor of an attempt to raise levels of income by a direct application of the mixed State direction and individual enterprise which the Western countries favor for themselves."

600 TIREMAN, L.S. and M. WATSON A Community School in a Spanish-Speaking Village Univ. of New Mexico Press Albuquerque, New Mexico 1948 169 pp

A study of the program of the Nambe school in New Mexico, an experimental school attempting to foster community development in a Spanish-speaking American village.

601 UNITED NATIONS Community Development and Economic Development: A Study of the Contribution of Rural Community Development Programmes to National Economic Development in Asia and the Far East Part I: The General Report (60.II.F.6, Pt.I) 113 pp $1
Part IIA: A Case Study of the Ghosi Community Development Block -- Uttar Pradesh, India (60.II.F.6, Pt.IIA) 100 pp $1 Part IIB: A Case Study of Farmers Associations in Taiwan (60.II.F.6, Pt.IIB) 80 pp $1

Part I discusses the concept and application of community development in the various countries of the region, output of goods and services, capital assets, problems of organization and administration. Part IIA and IIB embody the results of special field studies to throw light on the actual changes in agriculture, resulting from the operation of community development programmes including changes in cropping patterns, agricultural productivity, capital formation, indebtedness and levels of living.

602 UNITED NATIONS Community Development in Urban Areas 61.IV.6 New York Jan. 1962 44 pp 75¢

A study of the applicability in urban areas of the techniques of community development, designed to bring into focus the

various kinds of experience gained from activities already carried out in this field and to assist field workers in different settings.

603 UNITED NATIONS Methods and Techniques of Community Development in the United Kingdom Dependent and Trust Territories 1955.IV.5 New York 1955 111 pp $1.25

An analytical study of methods and techniques of community development in the United Kingdom Dependent and Trust Territories. Part I consists of a description of the origin, concept and evolution of community development in these territories; Part II describes the general conditions for community development; and Part III is devoted to training for community development. This is followed by a summary in the form of conclusions.

604 UNITED NATIONS Participation of Women in Community Development 60.IV.9 New York Dec 1960 88 pp $1

This publication reports on the progress made in connection with the participation of women in programmes of community development, and methods used in promoting their participation.

605 UNITED NATIONS Public Administration Aspects of Community Development Programs New York 1959 107 pp $1.50

An analysis of patterns of administrative organization, planning and finance, and special personnel requirements at local and national levels as these apply to different types of Community Development programs around the world. Specific illustrations are drawn from references to programs in India, Ceylon, Ghana and Mexico in appendix.

606 UNITED NATIONS Report of a Community Development Evaluation Mission in India by M.J. Coldwell, R. Dumont and M. Read Report No TAO/IND/31 New York 1959 101 pp

"The community development program is attempting to meet many of India's problems through an integrated, comprehensive approach which is simultaneously economic and social, aimed at both future production and current welfare. Its theory is that change cannot take place in isolated fragments of a society, but must be a total process, involving the total person and the entire community. The energies upon which it depends are mainly those of the people; the chief source of capital upon which it must draw is the surplus labor of the villagers. No country has undertaken community development on as wide a scale as India. It is one

of the major experiments of the twentieth century, and its results are of world-wide interest."

607 UNITED NATIONS Report of the Mission on Community Organization and Development in South and Southeast Asia ST/SOA/Ser.0/10, Sales No. 1953.IV.24 New York Dec. 1953 167 pp $2.50

Report covers: I - "Economic and Social Aspects of National Community Programs", II - "Role of Voluntary Agencies", III - "Organization for National Rural Community Development", IV - "Training". Included is background material on India, Ceylon, Thailand and the Philippines.

608 UNITED NATIONS Social Progress through Community Development 1955.IV.18 New York 1955 120 pp $1

A comprehensive account of community development setting forth basic elements and dealing with the diversity and functioning of community development programmes in various countries as well as such subjects as methods, training and utilization of staff, the role of non-governmental and private agencies in the programmes and the interest of international agencies.

609 UNITED NATIONS Study Kit on Training for Community Development No. 57.IV.6 New York 1957 69 pp 70¢

In brochure form, this kit deals with the training of community development workers mainly in rural areas of economically underdeveloped countries. It analyzes the common aims of the workers, the content and method of training, and the selection of personnel. A useful guide for directors of training centers and others responsible for the training of community development workers. English, French and Spanish editions available.

610 UNESCO Education for Community Development A Selected Bibliography Educ. Studies & Docs. No 7 Paris 1954 49 pp

A useful listing of selected references arranged under two headings: "general works on theory and practice" and "descriptive material on individual projects". The work is prefaced by definition of the concept of community development as it is related to fundamental education and concludes with a listing of pertinent periodicals and addresses.

611 VAN BAAL, J. The Nimbacan Community Development Project Tech. Paper No 45 South Pacific Commission Noumea, New Caledonia 1953 42 pp (mimeo)

A contrived experiment in community development technique on a South Pacific island composed of 23 villages which had been experiencing social disintegration and rapid emigration. Goal was to provide more purpose to village life. Techniques involved local economic development via new agricultural products and techniques together with cooperative marketing and purchasing. Among the unique problems faced was the emergence of a cargo cult and conflict with native religious practices.

COOPERATIVE EDUCATION

612 Education Abstracts "School Co-operatives" Vol 8, No 6 (June 1956) 23 pp

Abstracts of school co-operative movement literature, an important adjustment of fundamental education, with emphasis on the European and Latin American areas.

613 FAIRCHILD, Henry W. and Shamsul HAQ "Cooperative vs. Commune; Pakistan's Comilla Thana villages start a momentous experiment." Intl Dev. R. Vol 4, No 1 (Mar 1962) pp 4-5 and 28-33

The authors describe the progress made in establishing experimental village cooperatives in the Comilla district of East Pakistan designed to determine if this type of social organization is effective in introducing new technology essential to increased agricultural production. Results have been good. The distinguishing feature in these experimental cooperatives is a compulsory weekly meeting where members can discuss common problems - problems which they can do something about, rather than about things beyond their control. The organizational structure has also been effective in developing group leaders who help teach others. The well-thought-out initial objectives of the experiment are being largely met.

614 GORST, S. Cooperative Organization in Tropical Countries A study of cooperative development in non-self-governing territories under the United Kingdom administration, 1945-55 Blackwell Oxford 1959 343 pp

A description of cooperation at work amongst illiterate or semi-literate peasants as the foundation for democratic self-government. Part I is devoted to a summary of development and progress

in each territory, based on its annual reports. Part II dispassionately analyses the material in Part I and gives a picture of the movement as a whole, with as much attention to weakness and difficulty as to achievement and strength. Includes a survey of each country, its pattern of development, credit and thrift, agricultural marketing, supply of consumer goods, other forms of cooperative enterprise, cooperative federations, and the role of government. Bibliography.

615 ILO Co-operation - A Workers' Education Manual Geneva 1956 157 pp $1.50

This is the first of a series of manuals prepared by the ILO as part of a systematic program of workers' education. It deals, in fourteen lessons, with different aspects of cooperation; each lesson is followed by a series of thought-provoking questions. A bibiography is appended.

616 MORITA, S. The Development of Agricultural Cooperative Associations in Japan Japan F.A.O. Association Tokyo 1960 99 pp

A brief account of the origin, present position and problems of Japanese agricultural cooperative associations useful to students of cooperatives in newly developing countries. Describes the different services performed by Japan's general purpose cooperatives, their national structure, and the legislative, financial and supervisory aid given by the Government.

617 ORIZET, Jean "The Co-operative Movement and the Welfare of the Worker" Intl Labour R. Vol LXIV, No 1 (July 1951) pp 1-23

"The contribution already made and still to be made by co-operatives to the welfare of working people is far from negligible, as shown in the following article by examples of the direct and indirect results of cooperation as regards purchasing power, credit, food and catering, housing, health, education and recreation .... The workers must not only develop their cultural life but also learn how to form and run their own organizations, to study their own problems and to try to find solutions ... The co-operative movement, by its very structure, is not merely an instrument for economic progress; it is essentially an educational organization and as Dr. Fauquet, a great co-operator, has rightly said: 'The initial object of the co-operative institution is to improve the economic condition of its members; but by the methods it uses and the qualities it requires of its members and develops in them, it aims at and reaches something higher. The purpose of co-operation is therefore to create responsible men with a sense of community, so that each may develop a full personal life and all may develop a full social life.' The fundamental importance which the co-operative movement attaches to education of the people and the

magnitude and scope of its educational work are therefore not surprising; co-operation and education are intermingled to such an extent that they cannot be separated one from the other."

618 SOUTH PACIFIC COMMISSION Library on Cooperation Tech. Paper No 121 Noumea, New Caledonia Feb 1959 142 pp (paper)

An extensive, well-annotated bibliography on cooperative movements in emerging and/or dependent areas -- world-wide coverage. Part I by author and country, Part II by subject, Part III periodicals, Part IV films and film strips.

619 UNITED NATIONS Dept. of Econ. Affairs Rural Progress Through Cooperatives The place of cooperative associations in agricultural development New York 1954 112 pp 75¢

"The aim of the report is, first, to set out systematically and succinctly the variety of tasks that must be effectively accomplished if progress in farming and rural life is to be achieved and agriculture is to play its essential part in general economic and social development; and, second, to consider in some detail, and with examples from past experience, how far cooperative societies can perform these tasks in different sets of natural, social and economic circumstances ... The purpose is to picture, for those concerned with agricultural and general economic and social policies, the place of cooperatives among other institutions, to examine the role they should and can play, and, finally, to discuss what types of assistance might be appropriately granted to them by governments." The basic educational role which cooperatives play is stressed.

620 UNESCO Cooperatives and Fundamental Education Monographs on Fundamental Education, No 2 Paris 1950 171 pp

Description of the activities and potential activities of cooperatives throughout the world -- detailed description of specific cooperatives, with emphasis on their value as centers of education.

See also Entries 253,269,275,514,924,1009,1054,1055,1058,1081.

621 BRUNNER, Edmund de S. et al (eds.) Farmers of the World Columbia Univ. Press New York 1945

This book aims to make available to those doing extension work among rural people the body of information already gained by specialists with such experience in the Balkans, in the Middle East, and other parts of the world.

622 FENLEY, J.M. (ed.) Varieties of Extension Education and Community Development Comparative Extension Pub. No 2 Cornell Univ. Ithaca, New York 1958 111 pp (pamphlet)

Considers extension services as related to: (1) self-help projects, (2) multi-subject matter education, (3) locally organized rural development, and (4) comprehensive regional development. "Neither extension education nor community development ever succeeds except as it is mediated through administrators and field workers who have a deep concern for rural people as people.

623 HILL, F.F. "Scientific Manpower for the Less Developed Countries" The Annals issue devoted to: "Agricultural Policy, Politics, and the Public Interest" Vol 321 (Sept 1960) pp 26-32

"To stimulate agricultural growth through the application of science is a key problem of economic development. Numberless cultivators must be reached by -- and must accept-- integrated programs which include a range of services and commitments from technical advice to market assurances. Properly to aid cultivators requires enormous numbers of trained men and women who must essentially be local citizens rooted in their country's culture and problems. .... The necessary emphasis upon the application of science makes educational institutions obvious instruments of this national policy, but they require long-term commitments with adequate financial help and a large amount of responsible freedom."

624 JOHNSTON, Bruce F. and John W. MELLOR "The Role of Agriculture in Economic Development" Amer. Econ. R. Vol 51, No 4 (Sept. 1961) pp 556-93

An examination of the interrelationships between agriculture and

industrial development and an analysis of the nature of agriculture's role in the process of economic growth, including a lengthy and excellent bibliography. Comments on the importance of rural education are of special interest: "The effectiveness of agricultural research is dependent upon an extension-education program which carries research findings to farmers and carries knowledge of farmers' problems back to the research staff. The extension techniques that have been effective in the U.S. are not necessarily appropriate in other countries. Japan achieved notable results without an extension service per se; extension-type activities were performed by local experiment stations, village agricultural associations, and in other ways. In Jamaica and Denmark a network of agricultural societies has provided an effective mechanism. Where farmer resistance to change is strong there may be a need for programs of supervised credit or subsidization of new inputs... But the final success of a program to develop agriculture depends on training tradition-bound farmers to make economically sound decisions regarding new alternatives." It is pointed out that an increased supply of trained people can be used in agriculture to remove directly the bottleneck to the efficient utilization of exisiting labor and land resources, while in industry the large capital investment which must be combined with labor in itself constitutes a bottleneck which stands in the way of utilization of newly trained labor.

625 KELSEY, Lincoln D. The Challenge of Starting Extension Work in New Areas Comparative Extension Publication No 11 New York State College of Agriculture at Cornell Univ. Ithaca, N.Y. 1960 14 pp

"For the purpose of this work we will discuss three main phases of starting extension work in new areas. First will be a series of ten criteria or guides useful to consider in starting extension. Second will be a discussion of the problems facing Americans assisting other countries in starting extension. Last will be some thoughts on the problems faced by persons who study in America and return to their homelands to start or to work on programs called extension or community development."

626 MEXICO, REPUBLIC OF Las Misiones Culturales 1932-33 (The Cultural Missions) Talleres Graficos de la Nacion Mexico, D.F. 1933 357 pp

An excellent early history of the missions indicates that both missions and rural schools were instituted at the same time and that a close relationship existed between them. Both groups of "misioneros" and rural teachers were required to know the local dialect, the economic conditions of the area and have the ability to prepare teachers among the Indians. During this period the

first "Casas del Pueblo" (People's Town's Houses) appeared which were closely integrated with the community. They were built by the "misioneros" and left in the charge of local teachers. The book includes a list of tasks assigned to the "misioneros" in relation to school and community.

627 MOSHER, Arthur T. The Agricultural Program of ACAR in Brazil Tech. Coop. in L.A. Series National Planning Assn. Washington, D.C. 1955 65 pp $1

This is a case study of the ACAR (Assn. of Credit & Rural Assistance) efforts to stimulate better agricultural practices and rural living in Brazil. Shortcomings and successes are examined in detail. The particularly successful agricult ural extension program demonstrates the value of a family-welfare orientation of this type of work. ACAR loans usually include some funds specifically for home improvement.

628 OAS Metodos y Tecnicas de la Enseñanza Agricola (Methods and Techniques of Agricultural Teaching) Guía para Maestros de Agricultura (Guide for Teachers of Agriculture) Washington, D.C. No 6 1959 59 pp (paper)

A teachers' handbook, describes the method and content of appropriate courses. Includes the agricultural calendar, appropriate uses of examinations, the formation of farmers' associations and evaluational procedure for the program.

629 STEPANEK, Joseph E. Small Industry Advisory Services - An International Study for Stanford Research Inst. Free Press Glencoe, Ill. 1960 193 pp $6

A pioneer study of how to get industrial knowledge to small entrepreneurs so that they accept, absorb, and apply it - one of the giant tasks of economic development. Detailed examples of extension experience in 20 countries illuminate this book planned for counselors, staffs of development agencies and associations, and small entrepreneurs, as well as scholars concerned with the sound development of modern small industry in the newly industrializing countries.

630 STRAUS, Murray A. "Cultural Factors in the Functioning of Agricultural Extension in Ceylon" Rural Sociology Vol 18 (1953) pp 249-56

"Ceylon has a relatively well staffed and organized extension service, and improvement of crop yields is a major national objective. However, the concepts of extension as a two-way

street, of felt needs, and of a cultural approach are absent. The absence of these approaches limits effective extension. Certain features are the hierarchical organization of society and the absence of a capitalistic type of economic motivation. Examples of the lack of cultural perspective and the 'top-down' approach are presented."

631 US DEPT. OF AGRICULTURE Building a Better America through the 4-H Clubs U.S. Gov't Printing Off. Washington, D.C. 1951 16 pp

"The 4-H Clubs are a part of the cooperative Extension Service -- the largest organized out-of-school educational system in the world. It helps to provide farm people with the latest scientific findings, technical advice, and successful methods of farming and homemaking; and to equip them with the knowledge that will make them well-informed citizens. The cooperative Extension Service is supported by Federal, State and local funds, working through the local extension agent. It is the field educational arm of the U.S. Dept. of Agriculture and the State land-grant colleges. It is a partnership agency in which the officials of government -- Federal, State and County -- sit in council with rural and sometimes urban people -- men, women, boys, and girls. It helps these groups to analyze local conditions, recognize major problems, take stock of their resources, and develop and help to carry out programs for the financial, educational, and social benefit of the community and its individual members."

632 US DEPT. OF AGRICULTURE Extension Teaching Methods and Other Factors that Influence Adoption of Agricultural and Home Economic Practices by M.C. Wilson and G.Gallup Ext. Serv. Cir. No 495 U.S. Gov't Printing Off. Washington, D.C. 1955 80 pp 50¢

This bulletin is concerned with improvement in the use of extension teaching methods. It is intended primarily as a reference manual for inservice extension workers, prospective extension workers and graduate students in extension education. The extension worker's job is presented as an educational undertaking. The essential steps in the adult learning and teaching process are outlined. Important factors which affect the adoption of improved farm and home practices are discussed. The various teaching methods are compared on the basis of relative effectiveness and extent of use. Each individual method is examined critically.

633 VERSLUYS, J.D.N. "Social Factors in Asian Rural Development" Pacific Affairs Vol XXX, No 2 (1957) pp 160-72

"The aim of rural development in Asia is to bring about a purposive

change. When we consider the social implications of this change we must admit that the influence of extension work (which usually is the main feature in rural development in Asia) goes much further than modifying a technique -- it changes life itself ..... One of the most important aims of successful extension work is to create a spirit of self-reliance which may take a longer time to achieve and will require much more thoughtfulness and understanding than spoon-feeding and paternalism, but will be the only method of achieving lasting results."

RURAL EDUCATION

See also Entries 30,324,330,704.

634 ALLEN, Harold B. Rural Reconstruction in Action Cornell Univ. Press Ithaca, New York 1953 204 pp

This book is based on practical experience about the tangible aspects of "rural reconstruction". The tasks to which it refers are "specially difficult when undertaken among those whose lives have been ... static for hundreds of years." It tells of experiments in Iran, Greece, Syria, Lebanon, Eritrea, Macedonia, Albania, Cyprus and Palestine. With modifications the principles apply to any culture where the basic emphasis is on gradual rather than on drastic change. The book should be specially helpful for anyone interested in training the rural community.

635 ALLEY, Rewi Sandan - An Adventure in Creative Education Caxton Press Christchurch, New Zealand 1959 191 pp $3.50

FAO Training Rural Leaders An FAO Study Washington, D.C. 1949 135 pp

Both books describe at a 10 yr. interval an unusual attack on two problems involved in development of human resources: (1) production of technically knowledgeable persons who can utilize the natural resources of an area to raise the local standard of living through small industrial and agrarian pursuits, and (2) the problem of retaining such persons in rural areas.
The Sandan school located in NW China between Mongolia and Tibet on the old Silk Route evolved from training efforts during and after World War II by Rewi Alley, an "old China hand" from New Zealand who had organized displaced peasants and convalescent soldiers during the Japanese invasion into industrial or "producers" cooperatives turning out a wide

range of scarce industrial products in West China. From earliers trials the formula of a school day devoted half to study and half to work was developed. The school hours were devoted to a fairly conventional range of studies. The remainder of the day was spent by each student in the production area of his choice: textiles, electrical or automotive engineering, machine shop, leather, pottery, or paper production, or on the farm. A boarding institution taking students from primary age through the teens, the school was entirely self-supporting and run by staff and students. Thus a first hand acquaintance was had by students of production techniques, problems, and their solution. The technique used to keep graduates "down on the farm", was simply never to remove them from the rural atmosphere. Instead of shutting students up with a pile of books in an urban atmosphere for a number of years and then expecting them to return to the countryside to embrace the rural life, the students at Sandan grew up as a functioning part of the community, schooled to take responsibility for leadership.

636 BALOGH, T. "Misconceived Educational Programmes in Africa" Universities Quarterly Vol 16, No 3 (June 1962) pp 243-49

"The greatest obstacle...in the way of assuring through education a prosperous future for Africa is the heritage of the Colonial past." The author finds that the backwardness of African agriculture cannot be reversed as long as the African is "mis-educated" to a contempt for physical labor and rural life. The author, a fellow of Balliol College, Oxford, finds that the first phase of an attack on African's poverty should "combine a new educational effort with agricultural improvement and the beginnings of industry" -- the school an adjunct of the farm, and the farm the adjunct of the school. A crash program of teacher training should provide teachers who are not alienated from the rural environment; teachers should be given more status and power; university graduates should be required to spend a few years working on rural development schemes.

637 CCTA/CSA Conseil Scientifique Bien-être Rural Conférence interafricaine 2me réunion, Tananarive, 1957 Rapports, Ber. 2 Secretariat London 1958 59 pp

The following were the main questions raised during the Conference: social aspects of the rural environment, lines of direction for rural welfare services and ways and means of influencing the rural environment. The governments represented at the conference are attempting to improve the standard of living of the rural population in Africa. To achieve that end, they advocate an increase in agricultural production, social

and economic education for the rural masses and the development of a sense of responsibility in them. (ILR June 1959, p 671)

638 CALLAWAY, A.C. "School Leavers in Nigeria" West African Nos 2286-2289 (March 25-Apr 15, 1961) pp 325, 353, 371 and 409 and The Nigerian Political Scene R.O. Tillman and R.T. Cole (eds.) Duke Univ. Press Durham, N. Carolina 1962

A frank but constructive four-part article on the problems created by a surplus of job-seeking primary school leavers in Eastern and Western Nigeria.Urging that disillusionment not be allowed to overtake these youngsters, the author sees them as potential powerful instruments in Nigerian economic growth. He sees few job opportunies in the new industries, and urges instead the creation of village-level agricultural plans designed to train and integrate groups of young farmers into the small-scale village agricultural economy. Such plans could serve the double purpose of absorbing rural school-leavers and offering models of new farming techniques for the older farmers to follow. He also sees possibilities in an improved apprenticeship system. A book on education and its effects in Nigeria based on this material will be published soon by Mass. Inst. of Technology, Boston.

639 DHAMI, S.S. "Rural Development in India" Intl Labour R. Vol LXIX, No 5 (May 1954) pp 452-73

"In October 1952 the Government of India launched an ambitious programme of rural development. The immediate aims of the programme are to increase agricultural production, combat rural unemployment and improve living conditions, but its fundamental objective is to imbue the members of rural communities with the desire and will to live a fuller life. With a view to promoting self-help and cooperation, stress is laid on the participation by the villagers in the planning and execution of the programme." This article "outlines the aims and scope of the programme and describes the administrative machinery and operational methods adopted to help the people in half a million villages to improve their working and living conditions."

640 DUFAURE, Andre and Jean ROBERT Une Méthode Active d'Apprentissage Agricole Les Cahiers de l'Exploitation familiale E.A.M. Paris 1956 246 pp 900 francs

"This book describes a system of apprentice training for the children of small-scale farmers. The training is given in family centres run by the children's parents, assisted by instructors for the classroom work ... The advantages of this system, in the author's view, is that the pupils do not lose touch with their farms while under training.

The book contains a very full account of the type of instruction they receive."

641 Economic Weekly (Bombay) "Uneven Impact of C D Programme" M N K Community Development and Economic Development: A Case Study of Ghosi Community Development Block, U.P. (Aug 25, 1962) pp 1387-88

This study shows that large and medium sized cultivators benefited from the community development program to use improved rice and wheat seeds, chemical fertilizers, iron ploughs, loans, and consultations much more than small cultivators. Reasons given are better education and the fact that larger holdings make "experimentation" less risky. Also, since CD personnel are hard pressed to show results and must cover a very large area (as many as 10 villages with 5-6000 persons), it is likely that they concentrate their efforts on this segment of the population.

642 Education Abstracts "The Education of Rural Youth: Some Out-of-School Activities" Vol 8, No 3 (Mar 1956) 27 pp

Contains highlights and a bibliography of rural youth group programs and activities, including new trends such as group assistance in fundamental education programs and analysis of area socio-economic problems.

643 Education Abstracts "Rural Education" Vol 10, No 7-8 (Sep-Oct 1959) 23 pp

First section contains an annotated bibliography covering those publications on rural education which have appeared since previous issues of "Education Abstracts". Other sections are repeats.

644 Education Abstracts "Rural Education and the Training of Rural School Teachers" Vol 7, No 9-10 (Nov-Dec 1955) 57 pp

Over two-thirds of the world's population lives in rural areas and over half of the youth have no opportunity for schooling. The varieties of practices in rural schools are extreme. The rural teacher must be a sanitary engineer, agriculturalist, and handyman willing to work for his wages.

645 FAO Agricultural Development and Rural Reform in Denmark by F. Skrubbeltang Agricultural Studies No 22 Rome April 1953 320 pp

"Danish agriculture underwent a marked evolution from about 1784 down to the first half of the present century. These evolutionary changes have resulted in marked increase in agricultural production and in the general welfare of the rural people of Denmark, and have been the subject of much discussion in other countries ... It is recognized that varying conditions in other countries, where major changes aimed at speeding up agricultural development are taking place or are contemplated, will make it impractical to apply the Danish experience directly in many cases. However, the agricultural leaders in such countries should find much of interest and value in this account of developments in Denmark during the last one and one-half centuries. In preparing this study, the author has dealt in considerable detail with the political, social, and economic environment in which changes took place. These changes involved not only technical and organizational improvements aimed at increasing the output and efficiency of Danish farms, but also a rise in the educational level, the level of living standards and the degree to which the farming population participated in the affairs of the country."

646 FAO & INTER-AMER. INST. OF AGRIC. SCIENCES Educational Approaches to Rural Welfare Technical Meeting on Agricultural Extension Turrialba, Costa Rica Aug 23-Sept 2, 1949 51 pp

Four reports on significant experiments in rural education and agricultural extension with a common point of view. They regard the problem as a comprehensive one covering all aspects of rural life and all members of the rural family. But they begin with simple needs as felt by the people and aim to extend the range of activity as the opportunities arise or are created. They work with the people at the community level, not by distributing relief but by promoting self-help and the development of rural organizations. The four papers are: "The Rural School in Guatemala in Relation to Agricultural Extension"; "The Rural Center Approach to Rural Betterment" by the Chief, Extension Education Services and Training in Applied Rural Science, Inter-American Institute of Agricultural Sciences, Turrialba, Costa Rica; "Social Welfare Developments in Jamaica and the Jamaica Social Welfare Commission"; and "The Antigonish Movement in the Maritime Provinces of Canada".

647 FAO Organization and Activities of 4-H Clubs in the United States Washington, D.C. 1949 21 pp (mimeo)

"There is a growing interest in many countries in the development of young people's organizations. This interest is prompted by a

recognition of the importance of these organizations not only in promoting the welfare of the young people themselves, but also in encouraging more efficient production and more efficient consumption, enhancing the dignity of farming as a way of life, and preparing young people for their responsibilities as future citizens. The 4-H Clubs in the United States are among the most interesting and important of young people's organizations, and a number of member countries have requested information on their organization, activities and methods. (This) report has been prepared in response to these requests."

648 IBE - UNESCO Facilities for Education in Rural Areas
Pub. No 192 Paris 1958 241 pp (paper)

A survey of 71 countries indicates few separate administrative organizations for rural education as opposed to urban. Tendencies are for urban area needs and practices to overshadow rural areas. Most common practices now in use to meet special rural needs are provision of agriculture or other "practical" courses, special training of teachers, and consolidation of small one-teacher schools into larger units in order to provide expanded opportunities. Details from 71 countries, arranged alphabetically, conclude the survey.

649 JOHNSON, V. Webster "Agriculture in the Economic Development of Iran" Land Economics Vol XXXVI, No 4 (Nov 1960) pp 314-21

"This paper centers around the place of rural institutions in the economic development of agriculture of Iran. As background it deals with some relationships between agriculture and the total economy and, for illustrative purposes, with an institutional look at the economic feasibility of some rural projects. But the central thesis is that rural institutional changes are a necessary part of the take-off for substantial, progressive growth of the economy of Iran .... Expanded extension and community educational programs in the villages should go hand in hand with an enlarged credit program. Greatly expanded secondary and college educational programs are also of primary importance to agricultural development since in land and water resources development it is not capital but trained people that are the limiting factor. Capital can be effectively used only insofar as brain power exists and it is man who must establish the institutions necessary to do a good job of planning for economic development and for executing good development programs.

650 MADGE, C. "Education in a Peasant Society" pp 545-54 The Yearbook of Education - 1956 Univ. of London Inst. of Educ. & Columbia Univ. Teachers College Evans Bros. Ltd. London

Stresses the importance of village education of peasants for increasing agricultural production in underdeveloped areas. Points out that three-fourths of the world's people fall into the peasant category. Claims that fertility is a key problem to be solved by education. Suggests an increased role for the village teacher.

651 MENDRAS, Henri Les Paysans et la Modernisation de l'Agriculture Compte rendu d'une enquête-pilote Travaux du Centre d'Etudes Sociologiques No 8 Centre National de la Recherche Scientifique Paris 1958 140 pp

This book consists of a description of a pilot investigation undertaken in the Sundgau, a region situated at the southern tip of Alsace in France. The author briefly sums up the technical, demographic, sociological and economic factors which may influence progress in agriculture in general. He describes the changes which progress has brought about in every aspect of village life (technical, sociological, economic and cultural) and the psychological factors which make it difficult for peasants to adapt themselves to the continuous progress which is becoming an integral part of modern life. (ILR Sept 1959, p 288)

652 MOREIRA, J. Roberto "Rural Education and Socioeconomic Development in Brazil" Rural Sociology Vol 25 (1960) pp 38-50

"Examines rural elementary education in Brazil in the light of historical phenomena and recent socioeconomic development. Contemporary rural society is described from the point of view of its social structure and the way in which rural educational problems emerge from this context." Concludes that "education alone is not capable of improving the rural conditions of life. Perhaps what is needed mainly is a means of better urbanization. Allied to an educational program must be improved organization of rural production, new sources of financial credit, better distribution of available lands, and programs for rural social services." Only with the support of these other plans can the basic experiments to eradicate illiteracy have major results.

653 NATIONAL EDUCATION ASSOCIATION Improvement of Rural Life (451-13640) Washington, D.C. 1960 100 pp $1.50

Descriptive accounts of the role of community schools around the world in improving rural life.

654 Overseas Quarterly "Education for Rural Progress in Africa" Vol 3, No 2 (June 1962) pp 45-47

"The first requirement of an educational program dedicated to rural progress is a reform of elementary education in the countryside. Elementary education will have to be designed to adapt the individual to serve the community to which he belongs. It will also require in the rural areas the inculcation of technical knowledge, and do this within the framework of African conditions. It must be remembered that rural education for rural progress is a keystone of any realistic program for African prosperity and social contentment.

655 TREGEAR, P.S. "The Primary School Leaver in Africa" Teacher Education Vol 3, No 1 (May 1962) pp 8-17

A thorough examination of the problems of a surplus of job-seeking primary school graduates in Africa, a situation caused by a lack of secondary-school places and aggravated by parental and social pressure on school-leavers to leave their homes and seek employment in the cities. The problem is acute in West Africa, where technical and secondary education facilities have not kept pace with the new programs for compulsory education in Ghana and Western Nigeria. Only 31,000 of the 12-year olds in Western Nigeria can continue their education. The author calls for a "regeneration of the country-side" through improvements in living conditions so as to make agriculture an attractive occupation -- and for a change in the Western-model, urban-oriented schools which alienate the child from his rural environment. He concludes that the time is right for a re-examination of the content of the primary-school curriculum leading away from the acquisition of information and towards a system of education combining an emphasis on the 3 R's with teaching children awareness of the world around them.

656 UNESCO Rural Communities Problems, Methods and Types of Research by I. Chiva Paris 1958 52 pp

This small study of the characteristics and functions of the rural community includes extensive bibliographies for each chapter and a final bibliography of studies of rural communities throughout the world.

See also Entries 298,317,318,328,343,798,912,926,928,977,990,1036,1083.

657 BEHRMAN, Jack N. "Promoting Free World Economic Development Through Direct Investment" Amer. Econ. R. Proceedings of the 72nd Annual Meeting of the Amer. Econ. Assoc. Vol 50, No 2 (May 1960) pp 271-81

Although it is not possible to measure it quantitatively, one of the most useful aspects of U.S. direct investment abroad is the non-financial investment in training indigenous management personnel. Because management talent is scarce at home and the repatriation of top-level men to similar positions in the domestic company is difficult, many U.S. companies have made and are making the fullest possible use of foreign nationals in their companies abroad: one-fourth of the 72 companies responding to a recent survey of foreign investment by the Univ. of Oregon do not employ any Americans in the operation abroad; half employ local managers wherever feasible.

658 BROWN, Andrew M. and others Supervisory Management Notebook Newman Neame London 1953 93 pp

This special workbook, designed for people attending residential courses in executive and supervisory management at Burton Manor, Cheshire, England, contains seven sections, each introduced by an explanatory chapter giving an outline of the more important facts concerning management and supervision, the social and economic background, the human factor in industry, productivity efficiency, the efficiency of personnel, industrial relations and communications. The final section contains five case studies used in the courses at Burton Manor and worked out by the Case Study Writers Circle." (ILR Aug 1954, p 234)

659 BROWN, J. Douglas and Frederick HARBISON High-Talent Manpower for Science and Industry An Appraisal of Policy at Home and Abroad Industrial Relations Section, Princeton Univ. Princeton, N.J. 1957 97 pp

In the first of two essays, Brown discusses the importance of high-talent manpower to the continued growth of the U.S. economy. He treats the roles that should be played by "the State, the University and the Corporation" in the selection, education, utilization of talented persons. Harbison's essay deals with the central role played by talented managers and technicians in the development of underdeveloped nations abroad, with special attention given to the place of education in the

development of managerial resources. The central theme of both pieces is the criticality of talented personnel as the "seed corn" for growth of an economy.

660 DUSTAN, Jane and Barbara MAKANOWITSKY Training Managers Abroad 2 vols Council for International Progress in Management New York 1960 527 pp $12.50

A unique research report, financed by the Ford Foundation, on over 450 international managerial training and development programs of private and government organizations throughout the world. Provides information on methods used by American firms to train managers of their foreign branches and to prepare Americans for service abroad. Discusses activities of government organizations in the U.S. and abroad, and includes a section on management training in the Soviet Bloc.

661 INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT The Economic Development of Jordan Report of a Mission organized by the IBRD Johns Hopkins Press Baltimore 1957 488 pp $7.50

"The report appropriately calls attention to the shortage of technical and administrative skills which may hold up the execution of the development program. Purely technical skill can be imported although it may be expensive. Ultimately, the shortage of higher administrative skill may prove to be a much more serious bottleneck than the shortage of purely engineering skills - a fact not readily appreciated by nationalist policy-makers in underdeveloped areas. Engineering skills can be acquired readily by intensive training; administrative skill requires years of experience, and underdeveloped areas are apparently in a hurry."

662 Intl Labour R. "Training of Supervisors" Vol LXXIV, No 4 (Oct 1956) pp 363-83

"Economic expansion in the underdeveloped countries is creating an ever-increasing demand for competent supervisors. In a number of countries long-term programmes for the improvement of supervisors' educational and vocational qualifications are being devised and put into operation. (This) article traces some of the major trends in the development of such training."

663 LAUTERBACH, A. "Managerial Attitudes and Economic Development" Kyklos No 2, 1962 27 pp

Deals with the formation of a managerial group in less developed countries, with its attitudinal structure, with the ways in which its mode of thinking can influence developmental processes, and with the possibilities for public policy to incorporate managerial attitudes into a development program.
Based mainly on research materials from South America, it covers the presence of entrepreneurial initiative; decisions on the location of firms, prestige and markets; profit in less developed countries; cultural variations in managerial attitudes; personality and managerial effectiveness; management attitudes toward labor and toward financial problems in less developed countries; State intervention and development planning .

664 NATIONAL INDUSTRIAL CONFERENCE BOARD Developing Better Managers, an Eight Nation Study A Special Study in Personnel Policy New York 1961 182 pp

Three nations of the eight - Chile, India and Japan - are experiencing problems which are of most applicability to the emerging nations. Chile, attempting to lessen her dependence on copper and expand her industrial base, has a tremendous shortage of managers which is being attacked by younger men working through management development associations. India faces a similar shortage. Years of foreign domination in the business area led to the development of too few managers who were Indian nationals. The recent establishment of Indian companies has led to improvements and the widespread interest in management development activities is encouraging. Japan is continuing her rapid industrial expansion after managing to assimilate western business practices into her oriental culture. Interest in training managers runs high, especially in new companies and "growth" industries.

665 NILES, Mary Cushing Essence of Management Harper New York 1958 450 pp $6

This is a "Principles of Management" book for the Indian business executive. The work is basically a compilation of that American thinking on organization theory and human relations which is applicable to the business and social situation in India.

666 STALEY, Eugene "Development of Small Industry Programmes" (Chap. 9) pp 201-36 Methods of Industrial Development With Special Reference to Less Developed Areas. Papers and Proceedings of the 2nd Study Conference on Problems of Economic Development Organized by the EPA-OEEC Madrid Apr. 10-15, 1961 OECD Paris 1962 350 pp $5

The aim of this work is (1) to examine the role of various types of small industry in economies at different stages of development and to consider what contributions they can make to industrial growth; (2) to describe measures used in various countries to bring forth these potential contributions of small industry; and (3) to suggest a procedure of survey and planning by which to develop a small industry program suitable for a particular country. The importance of educating the small businessman in sound business practice is emphasized throughout the program.

667 STEPANEK, Joseph E. Managers for Small Industry - An International Study for International Industrial Development Center, Stanford Research Inst. The Free Press Glencoe, Ill. 1960 245 pp $6

The writer draws upon his long experience with the problems of small industry not only in the U.S. but also in a number of Asian countries. His main theme is that industrial revolution cannot be imported whole; change must come internally through the development of human resources. He points out that in newly industrializing countries "the growth of managerial skills has not kept pace with aspirations for industrial growth" and therefore "drastic measures to develop this limiting factor" seem necessary. The study deals with the question of managers and not the techniques of management. It tries to answer the question of "how entrepreneurs are generated by a society and how they develop into modern small industry managers." While there are certain qualities required of good managers about which nothing much can be done, there are areas where direct measures taken by governments and private organizations can accelerate management development. It is in this connection that four out of the ten chapters deal with management training plans for small industry. The study is intended to assist government officials, technical assistance personnel, investors and others concerned with industrial development.

668 UNITED NATIONS Dept. of Econ. and Social Affairs Management of Industrial Enterprises in Under-developed Countries New York 1958 35 pp

"Industrialization involves not only capital resources, labour and raw materials, but also another factor of production --

managerial skill. In most under-developed countries, this is a scarce factor, and in some, to the same extent as capital resources, if not more so .... It is increasingly realized, however, that merely transplanting methods and techniques developed in the industries of advanced countries is not always the right answer ; management has its own particular problems in underdeveloped countries. It faces most of the problems found in developed countries plus the fact that the industrial enterprise in most underdeveloped countries functions in an essentially unfavorable environment .... Thus, the typical manager in an underdeveloped country, in addition to his conventional managerial duties, has constantly to adjust to, and allow for, the inadequacies of his environment. He has to improvise, provide solutions and, in particular, compensate for the lack of many facilities which, in a developed country, are available as 'free goods' and often taken for granted by his counterpart there. It is these conflicts between conventional management and the environmental conditions which prevail in most underdeveloped countries that the present report attempts to explore .... Broadly defined, the purpose of this report is to arrive at a number of practical propositions which are applicable in the context of the present stage of development of the underdeveloped countries. It was considered useful, however, also to explore briefly a number of areas related to the improvement of the environment itself, such as certain long-run problems of recruitment and training of managerial personnel."

669 ZVEGINTZOV, M. "Management in a Modern Scientific and Technological Age" Impact of Science on Society Vol XI, No 1 (1961) pp 53-73

Focuses on need for management to adapt to the rapid changes caused by scientific and technological progress. Drawing largely on British experience, the author discusses and gives examples of some technological and human problems associated with the shift from the traditional, craft-oriented processes to those automated mass production techniques which typify modern industry. A discussion on management in underdeveloped areas instructs the advisor from a developed country not to apply techniques and processes applicable to his country, but to "get the general 'feel' of the area, its population and its problems; not only of the particular project, or aspect of it on which he is engaged, but how the project must fit into the life of the country, what effect it will have on that life, and also what the general conditions are while it is being pursued." On education and training, the author suggests that prospective managers should be taught how to think out their problems, not taught solutions; training should be closely related to the actual situation in industry; and management and industrial administration as academic subjects should become less "academic".

See also Entries 300,356,372,383,404,520,521,776,779,781,850,878,920,921, 944,955,967,969,970,972,974,975,983,988,997,999,1000,1026,1031,1062,1070, 1071,1083,1114,1123,1128,1136,1140,1150.

670 ARABIAN AMERICAN OIL COMPANY Policies and Programs for the Training of Saudi Employees A General Guide Dharan 1957 37 pp

"For many years great emphasis has been given to the training and utilization of Saudi employees. The approach that has been taken, through a combination of job experience and training assignments, has had the result of greatly increasing the Saudi participation in the skilled work of Aramco ... This manual is a revised official general guide for all members of management who are concerned with the training and utilization of Saudi employees."

671 ARBEITSGEMEINSCHAFT FUR WIRTSCHAFTS- UND ARBEITSBEZIEHUNGEN Berufsbildung in Baden-Württenberg Untersuchungen in Handwerk, Industrie, Handel, Landwirtschaft von der Studiengemeinschaft für Berufsbildung unter Leitung von Karl Sautter Schwenningen/Neckar, Neckar-Verlag 1954 262 pp

"An account of a study of vocational training in Baden-Württenberg, one of the states that form part of the Federal Republic of Germany. The purpose of the study ... is to draw attention to the need for improving the institutions responsible for the vocational training of young persons. All aspects of that problem have been subjected to a systematic and detailed examination, covering in particular general education from the point of view of the help it gives to vocational training, vocational guidance, methods of practical and theoretical training, the financing of training, supervision during training and examinations at the end of the period of apprenticeship.... The study contains a very full monograph on vocational training as organised and made available in a state whose economy depends mainly on medium-scale industry, crafts, trade, and agriculture." (ILR Feb 1955, p 218)

672 BERNICK, Paul "New Skills for New Societies. How Train Today's Young People who will be Working in the Year 2000?" Intl. Dev. R. Vol 2, No 2 (Oct 1960) pp 6-10

The article is concerned primarily with how to train young people for work in the underdeveloped countries which cannot wait for a skilled labor force to emerge gradually in the wake of industry,and considers the experience of ORT (Organization for Reha-

bilitation through Training) in vocational education in Morocco, Tunisia, Algeria and Iran. Among the problems discussed, together with the manner in which they were met, are: overcoming early resistance to trade school education for children; alleviating the shortage of teachers for the new schools; overcoming mental, emotional, social and physical retardants; deciding what to teach and for how long and whom to train with little information available to indicate future needs of industry; the levels of skill needed in various countries; making training at various levels available to more young people; and providing for general education.

673 CROSSMAN, E.R.F.W. Automation and Skill Problems of Progress in Industry No 9 Dept. of Scientific & Industrial Research (D.S.I.R.) London 1960 3s.6p.

An account of the industrial survey of the human implications of automation, this booklet discusses the skills required of human operators in highly-mechanized and automatic plants, as well as problems of selection and training.

674 Dun's Review "Fiat - Italian Giant and Workers' Paradise" May 1962 p 55 75¢

As part of Fiat's $16-million-a-year social welfare program for workers and their families, the company operates a variety of training schools. Its courses include three years of instruction in mechanical skills for teen-agers, two years of special instruction to graduate engineers, a one year management course by Harvard Business School professors.

675 GREAT BRITAIN - NATIONAL INST. OF ADULT EDUCATION Liberal Education in a Technical Age A Survey of the Relationship of Vocational and Non-vocational Further Education and Training Max Parrish London 1955 128 pp 6s

"The problem of encouraging students to widen their cultural interests while providing for their vocational education has many aspects, and the committee does not pretend to have covered more than a part of the ground. Its general conclusion is that vocational education in England and Wales is by tradition too narrowly conceived, and a number of interesting suggestions for broadening it are contained in the report." (ILR Jan 1956, p 101)

676 HASSON, Guy D. La Formation dans l'Enterprise et ses Problèmes Commander c'est aussi ... former! Editions de l'Enterprise Moderne Paris 1955 141 pp 970 francs

"Gives a general survey of the 'training duties' that have become indispensible to managements as a result of the demands made by modern social, economic and technical developments, and a brief description and comparative analysis of the training techniques and methods most frequently applied in undertakings. This study might serve as a guide in drawing up an over-all training programme for undertakings."

677 INTERNATIONAL CONFERENCE ON MIDDLE LEVEL MANPOWER Training Center Plan for Building Construction Occupations (Village and Community Development) Human Skills in the Decade of Development San Juan, Puerto Rico Oct 1962 31 pp

This training plan is intended to assist developing countries to identify, train, and utilize their manpower resources in meeting national objectives and the cultural, social and economic growth of its citizenry. It is designed to train 100 building and construction workers in more than 20 skills from carpenter to construction superintendent with a staff of 20 instructors. It is assumed that students will have a minimum of 6th grade education and average intelligence. The training program is designed to train each individual to his optimum potential. It must be specific and comprehensive enough to provide the specific knowledge required by personnel with various levels of intelligence, training experience, and skills. The training program is divided into three training levels, each level designed to provide knowledge and skills necessary for effective growth and development of each individual student. Each level may serve as terminal training for individuals with less ability, who have achieved optimum potential at that level.

678 ILO Bibliography on Vocational Training Bibliographical Contributions No 12 Geneva 1957 39 pp

This bibliography deals primarily with the training of production workers. References are organized by country and the appendix lists ILO publications and documents on vocational training, many of which have been prepared for use in newly industrializing areas.

679 ILO Vocational Training Report VII (1) 45th Session 1961 Geneva 1960 103 pp 75¢

A brief review of vocational training legislation and methods

utilized in a number of different countries. This was compiled as the basis for a full-scale discussion during the 45th session of the ILO Conference.

680 Intl Labour R. "The Apprenticeship of Women and Girls" Vol LXXII, No 4 (Oct 1955) pp 283-302

This article presents the results of a study concerning the position of women as regards apprenticeship. The study was carried out within the framework of research on the structure of employment of and the vocational training available to women and girls throughout the world.

681 Intl Labour R. "International Exchanges of Trainees" Vol LXXV, No 3 (Mar 1957) pp 230-45

This article is a summary of the information communicated to the ILO in 1956 in reply to an inquiry "concerning the opportunities extended by member states to foreign workers for practical vocational training or the improvement of acquired skills." It is shown that "these activities are still on the increase and that, in addition to the exchanges that have already been going on for many years among European countries, an increasing number of trainees come from other parts of the world not only under technical assistance schemes but also under all sorts of other arrangements, both national and international."

682 Intl Labour R. "International Technical Assistance in Vocational Training" Vol LXXV, No 6 (June 1957) pp 514-29

"Vocational training is the form of assistance for which the ILO receives the largest number of applications ... Speedy and remarkable results can be obtained from technical assistance at comparatively little cost; once an international expert has trained a number of local instructors, the latter can carry on his work by themselves, thus continuing the process of training indefinitely." This article "contains a brief description of the achievements of the ILO in this field since 1950."

683 Int'l Labour R. "Labour Problems of Modernization in the Textile Industry" Vol 81, No 6 (June 1960) pp 527-56

"Since many of the developing countries start their industrialization by establishing cotton textile mills, there has been a gradual shift in the location of the textile industry towards these countries accompanied by a contraction of the industry in some of the older manufacturing countries. Some of the resulting problems -- such as those relating to redundancy,

application of work study methods, training, working conditions and labour-management relations -- are, moreover, to be found everywhere. The article describes how far these problems have arisen and gives examples of the solutions found for them." On training, it is suggested that "cooperation between employers' and workers' organizations is the most fruitful line of approach, since the difficulties of training are often beyond the means of individual undertakings." In many countries, public authorities also assist.

684 Int'l Labour R. "The Organisation of General and Vocational Education in France" Vol 52, No 6 (Dec 1960) pp 525-41

"To make allowance for the different rates of mental development of individuals and permit those who have broken off their education prematurely to develop their capacities to the full at a later date, a national system of education must not only be organised so as to offer a wide choice of courses to school children but also leave room for changes of bent and further improvement throughout the working life of adults. The aim of this article is to show how the French educational system is planned to meet these demands. The author presents a purely descriptive picture of the alternative forms of general, technical and vocational education and of the various possiblities of transfer from one to another, without going into the teaching methods employed in them."

685 Intl Labour R. "The Training of North African Metal Workers in France" Vol LXVIII, No 1 (July 1953) pp 76-84

This article deals with data concerning the degree of skill required by North African workers in French metal works. "The first experimental attempts to make up for the lack of basic education among North African workers and to prepare them for employment provide the material for a series of general observations on the curricula and organization of vocational training for North Africans. The interest of this study goes beyond the particular field to which it directly relates, for the introduction into highly mechanized industry of workers belonging to non-industrial regions gives rise to similar situations in all parts of the world."

686 Intl Labour R. "Vocational Guidance and Training for Women" Vol LXVI, No 1 (July 1952) pp 56-76

This report is an attempt to give a broad picture of the specific problems of vocational guidance for women. "All

the recommendations and resolutions of the ILO regarding vocational guidance and training implicitly relate to women and girls as well as to men and boys. Nevertheless, the ILO has also expressly laid down certain principles to promote equality of opportunity for young persons and adults of both sexes. Although these principles are gaining acceptance in a growing number of countries, they are still only applied sporadically, in a way that varies from country to country and in the different branches of activity in the same country."

687 Int'l Labour R. "Vocational Training and the Establishment of Service Workshops in a Poor Rural Area - The Experience of the Andean Indian Programme" Vol 85, No 2 (Feb 1962) pp 129-47

A detailed account of progress made and problems encountered together with discussions of factors bearing on the problems. "The experience gained shows that in a poor rural environment, vocational training must be planned with an eye to two things - education and economic success - and must be based on a central workshop which, in addition to acting as a training institution, gives technical support to schemes in the villages within a certain radius." The launching of programs such as this one requires fairly substantial funds. "As the developing countries have only limited resources, the initial period should be followed by a spell of consolidation during which every effort must be made to make the scheme pay its way." Priority should go to educational considerations during the initial period. During the second period, "the central workshop, while continuing to give vocational training as a sideline, should concentrate on the production, supply and marketing problems which must be overcome if the village workshops are to continue as going concerns."

688 Int'l Labour R. "Youth Employment and Vocational Training Schemes in the Developing Countries" Vol 86, No 3 (Sep 1962) pp 209-34

"This article is concerned with the methods proposed or employed by the governments of many developing countries to channel the energies of their young people into work of national importance ... It follows the recommendations of a meeting held under the auspices of the ILO which emphasized the useful lessons to be drawn from an analysis of current schemes to deal with the problems caused by unemployment among young people in the developing countries, and also expressed the hope that an examination would be made of similar experiments attempted in the past." The article cites military service and technical training programs as methods employed in the past to utilize these groups and urges that underdeveloped countries with potentially useful

groups of unemployed youth institute labour and vocational training programs.

689 JEANGROS, Erwin "Reform of Vocational Training in Switzerland" Intl. Labour R. Vol LXXX, No 5 (Nov 1959) pp 373-90

"The multiplicity of trades today and the continual appearance of new industries based on technical innovations mean that the skilled manual worker in modern industry must, if he is to advance in his career, be capable of transferring easily from his basic occupation to an applied one or mastering quickly the skills demanded of him by new industrial techniques. Traditional forms of apprenticeship are no longer entirely suitable for this; what is required is a broader-based type of apprenticeship combining the strictly practical training of the workshop with the fundamental theoretical education of the technical trade school. It is for these reasons, among others, that Swiss federal legislation on vocational training is in the process of being revised." The main features of the proposed reform are: principles of free voluntary vocational guidance and free choice of occupation; provision for apprenticeship arrangements supervised by the cantons; various facilities for further training and opportunity for training and advancement of heretofore unskilled and semi-skilled workers; a program of study grants and a revision of the methods of allocating federal subsidies.

690 LEIPMANN, Kate Apprenticeship An Inquiry into its Adequacy under Modern Conditions Routledge & Kegan Paul London 1960 204 pp

A study of apprenticeship in Britain (in three different industries: engineering, printing and building trades), certain features of which are changing continuously and rapidly. "Apprenticeship forms part of the system of education and part of the economic system since the employer both trains and pays for productive work." Its success is determined largely by the amount of harmony existing between the two. Since apprenticeship has roots deep in the past, this book explores how adequately apprenticeship is adapted to modern conditions. Most of the "modifications made in adjustment to recent technical and other developments have been made in such a manner as to preserve the power of employers and trade unions to bend apprenticeship to their own ends. ... Employers and trade unions seem to have come to terms on the issue of apprenticeship; but the outcome is in various respects at variance with the national interest. ... Considering all circumstances, the national interest would seem to require that the State must take the prime responsibility for training for industry, both in its quantitative and in its qualitative aspects."

691 MOLLENBERG, Gustav "Wirtschaft und Berufserziehung: Die Verantwortung des Unternehmers in der Berufsausbildung" Wirtschaft und Schule Volkswirtschaftliche Gesellschaft e.V. (Lebendige Wirtschaft series No 3) C. W. Leske Verlag Darmstadt 1954 208 pp DM 6.80

"In this article, which appears in a book on the relationship between educational establishments and the national economy, Mollenberg emphasizes that in the Federal Republic of Germany the main emphasis is placed on in-plant training, which is considered to be the only form of training capable of adapting itself to the rapid progress of industrial technology...(He) considers that vocational training and general education are inseparably linked... (He) recognizes that the extension courses given at vocational schools are a useful supplement to the theoretical and practical instruction given in the undertaking. In his view these schools might make a further contribution by setting up instructors' courses for the benefit of medium and small-scale undertakings, which are unable to arrange courses of their own."

692 NATIONAL PLANNING ASSOCIATION The Rise of Chronic Unemployment Planning Pamphlet No 113 Washington, D.C. 1961 41 pp $1

This study describes the character of chronic unemployment in the U.S., analyzes the size of unemployment by category of persons and by geographical areas of the country, and recommends government programs for dealing with the problem. Although the first prerequisite for mitigating chronic unemployment is an adequate rate of growth of the economy as a whole, it is suggested that the elimination of the competitive handicaps of specific groups of people and areas which bear an undue burden of unemployment may have a positive effect on the entire economy and reduce the high level of over-all unemployment somewhat. Recommendations for government programs pertain to unemployment benefits legislation, provision for technical assistance and financial aid to assist industrial development in areas of persistent labor surplus, and the development of skills and mobility in unemployed workers. It is recommended that provision be made for retraining programs for unemployed workers, subsistence grants for workers undergoing retraining, retraining and resettlement grants for workers desiring to migrate from distressed areas, a program to promote "off the farm" job opportunities for families on small farms, programs to combat discrimination against older workers and discrimination on racial grounds, programs to assist young workers with adequate training and education, and programs to assist the readjustment of workers displaced by automation and other technical advances.

693 NOZET, Henry "Audio-Visual Aids and Vocational Training" Intl Labour R. Vol LXVI, No 4 (Oct 1952) pp 338-53

One of the most important and complex of the human and labor problems in industry is that of training "workers so that they may become highly skilled, take an interest in their work, and be capable of continually improving their qualifications. This article shows how certain media of mass communication, known as 'audio-visual aids', may help to solve these varied problems of vocational training. The author, who has specialized in the use of audio-visual techniques, analyzes these aids to training and explains how they may be applied in general and specialized vocational education and as a means of informing the workers."

694 OEEC Training Possibilities in Europe Newsletter - Third Country Training No 56 Paris Feb 1962 484 pp

The newsletter is not intended for the publication of complete information on all existing university and higher learning curricula in Europe; it is more particularly designed to announce courses and practical training which have not been formally published in a European-wide survey, and which are limited to those facilities offering a special opportunity for participants coming from countries in the process of economic development. Therefore, emphasis will be placed upon practical on-the-job training offers. The general fields covered include: agriculture, industry, transportation, labor, health, education, public administration, community development and private enterprise.

695 OEEC The Training of Workers within the Factory Survey of industrial in-plant training programmes in seven European countries Project No 179 by Nat'l Inst. of Industrial Psychology, London EPA Paris 1957 90 pp

"The effectiveness of the training of factory workers has an important bearing on industrial productivity. Developments of production methods in this century, particularly in some of the newer industries, have made it possible to employ large proportions of semi-skilled and unskilled workers in the factories; the training of this kind of operative has been relatively neglected until recent years, presumably on the assumption that because his work was simple in comparison with that of the craftsman, he would be able to learn it with a minimum of assistance ... The aim of the survey was to study current practice in the systematic training of operatives within the factory itself; courses in technical schools or training centers were specifically excluded unless they had been arranged by a factory or a group of factories acting in concert. The training of craftsmen was also excluded."

696 Review of Educational Research "Vocational and Technical Education" Vol 26, No 4 (Oct 1956) pp 345-410 and "Vocational, Technical and Practical Arts Education" Vol 32, No 4 (Oct 1962) pp 365-433

These two issues review literature for the previous six year period under the following headings: Vocational Selection, Career Planning, Agricultural Education, Home and Family Life Education, Industrial Education, Business Education, Technical Education, Distributive Education, and Work Experience.

697 ROYAL DUTCH SHELL GROUP A Survey of Training Programmes Undertaken by Companies of the Royal Dutch Shell Group in the Developing Countries Public Relations Division Shell International Petroleum Co. Ltd. London 1961 90 pp (paper)

Sets forth the philosophy of the Shell Group's investment in education in Africa, Asia and South America where the company's industry is concentrated. Examples from the field serve to round out what may be a primary example of industry's relationship to the development of human resources.

698 SEYMOUR, W. Douglas Industrial Training for Manual Operations Sir Isaac Pitman & Sons London 1954 203 pp 20s

"This book outlines methods of improving industrial skills that have been introduced into a wide variety of industries in Great Britain and elsewhere in Europe during the past ten years. The author does not recommend that the methods given be copied; rather he believes that in order to achieve the best results and the fullest benefits from improved operator skills and specialized methods of training it is essential to understand the basis on which they are built as well as the practical steps by which they are applied." (ILR Nov 1954 p 462)

699 SILBERSTON, Dorothy Youth in a Technical Age A Study of Day Release Max Parrish London 1959 288 pp 21s

Part-time day release, a system designed to give young persons in the United Kingdom, especially those between the ages of 15 and 18, vocational training and general education appropriate to their needs and capacities, is growing rapidly. The results of research and investigation carried out by the author into the development of the system are recorded in this book. The final chapter discusses the outlook for the future of the system, which the author considers an outstanding educational development since 1945. (ILR Aug 1959, p 198)

700 THUDICHUM, M. "Worker-Trainees A Form of Technical Assistance" Intl Labour R. Vol LXX, No 2 (Aug 1954) pp 168-89

"In this article an account is given of the working of the ILO worker-trainee programme, the aim of which is to produce skilled industrial workers." The Yugoslav programme is reported on in some detail; the Turkish programme is discussed briefly; also mentioned are the Colombian, Iranian and Israeli programmes.

701 UNESCO Education in a Technological Society A Preliminary International Survey of the Nature and Efficacy of Technical Education Tensions & Technology Paris 1952 73 pp

Pointing out that an educational system which carries considerable numbers of persons beyond the elementary level must be "community structured", taking account of the means by which the society exists and prospers, or it will turn out citizens educated for a non-existent way of life, the expert Conference on Educational Systems and Modern Technology concluded that (1) present technical education is inadequate to future needs, (2) general education inclines toward "know about" instead of "know how", (3) the culture content of technical education is inadequate, and (4) technical education (including apprenticeship and t-w-i) tends to be too narrow. The conference then set itself to propose ways to form a "whole man" capable of living in a technological society and transforming it to meet the material and spiritual needs of the age.

702 UNESCO An International Bibliography of Technical and Vocational Education Educational Studies and Documents No 31 Paris 1959 72 pp

Intended as a reference work for educational administrators and specialists in technical and vocational education, this annotated bibliography covers some 90 countries. It is in three parts: Parts I and II deal with general and regional publications. Part III, the largest, reviews literature in individual countries and territories. Where suitable bibliographical materials were not available, a certain amount of general information on technical and vocational education is included without direct reference to any published source. Omitted or limited coverage is given to the United Kingdom, the United States, and the U.S.S.R. which are covered in separate publications.

703 UNESCO Secondary Technical and Vocational Education in Underdeveloped Countries Educ. Studies & Docs. No 33 Paris 1959 34 pp

"Three countries - Brazil, Ghana and the Philippines - have been selected

in this study for the purpose of discussing provisions for technical and vocational education for the age-group 12 to 18. The discussion has been related to economic development in the countries concerned. Where possible, conclusions have been drawn as to the kinds of measures that must be taken if economic development is not to be retarded. Technical and vocational education has been considered in the contexts of secondary education and of education in general .... Certain basic points stand out clearly, particularly with regard to the almost universal need to improve agricultural education facilities and to establish much closer co-ordination, whatever form this may take, between industrial and educational authorities. On these two points there is a wealth of opportunities for close study and analysis, for very little has been done to date. An exception, about which a good deal is said in this report, is the Senai system of industrial training in Brazil, where a realistic attempt has been made to relate education facilities to manpower needs."

704 US DEPT. OF HEALTH, EDUCATION & WELFARE Off. of Educ. Buildings, Equipment and Facilities for Vocational Agriculture Education Voc. Div. Bull. No 284, Agricultural Series No 76 Gov't Printing Off. Washington, D.C. 1960 90 pp 45¢

This bulletin is primarily for use when planning new construction of buildings and facilities adapted for vocational agricultural training. It covers "Planning", "Selecting construction materials," "Tools and Equipment", etc.

705 US DEPT. OF HEALTH, EDUCATION & WELFARE Off. of Educ. Research in Industrial Education, Summaries of Studies, 1956-59 Cat. No. FS 5.284:84016 Gov't Printing Off. Washington, D.C. 1961 148 pp 60¢

Includes summaries of doctoral, master's and staff studies reported during this period in alaphabetical order by author; a list by author of the doctoral studies previously summarized; and a subject index of all studies summarized.

706 VENABLES, P.F.R. Sandwich Courses for Training Technologists and Technicians Max Parrish London 1959 160 pp 18/

———— and W.J. WILLIAMS The Smaller Firm and Technical Education Parrish London 1961 223 pp 30s

Two recent books on vocational training in the United Kingdom. Sandwich courses consist of alternating periods of business or industrial training and academic study at a university or other educational establishment. The sandwich course is not a modern

day conception although it is true that they have not gained much educational prominence until recent years. Drawing on English experience, the author discusses some of the current problems and lays out possible solutions. There is also an interesting section on industrial training by R. Ratcliffe.

707 ZOLOTAS, Xenophon Economic Development and Technical Education Bank of Greece Athens 1960 60 pp

The book in its early chapters discusses the role technical education plays in economic development and places stress on the need for underdeveloped countries to consider technical and vocational education as one of the fundamental elements in the general economic programme; it points out that without education no effective use of available material and human resources is possible. This is followed by an expose of post-war conditions in Greece -- the inadequacy of technological progress and its effect on the rate of economic development -- and a review of the conditions caused by the scarcity of business executives, of trained scientists and technicians, of administrators and of farmers, as well as of the deficiencies of the industrial labor force . The discussion leads to suggested measures for expanding technical and vocational education in the primary, secondary and tertiary sectors of the Greek economy.

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